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ABSTRACT

Urging educators to abandon the graded system of education, this book advocates the use of a nongraded, continuous approach to education in which students are taught and assessed according to their ability rather than age. The book is divided into 11 chapters. Chapter 1 outlines the history of the graded school movement and argues that conditions are now favorable for implementing a nongraded approach. Chapter 2 discusses the Inventory of Educational Beliefs and Ideas, a list of statements used to determine whether educators' views are compatible with nongradedness. Research that shows that nongraded schools benefit children from all circumstances and in all ability ranges is summarized in chapter 3. Chapter 4 defines nongradedness in detail, while chapter 5 presents behavioral indicators of nongradedness that will help educators determine if their educational practices are compatible with nongradedness. In Chapter 6, structural mechanisms of nongradedness, including team teaching and multi-age pupil grouping, are discussed. Chapter 7 presents curriculum approaches and learning modes that are compatible with nongradedness. Chapter 8 covers assessment and reporting practices. School and community relationships in a nongraded system are the focus of chapter 9, while chapter 10 discusses administrative roles. Chapter 11 proposes practical strategies for developing and implementing nongraded programs. Appendixes include the authors' response sheet for the Inventory of Educational Beliefs and Ideas, and a chart of research studies comparing nongraded and graded schools. (MM)

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